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ABSTRACT

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1998 volume (February-December) include: (1) spring 1998 enrollment summary, grouped by demographics and major; (2) patterns of complete withdrawal, 1997-98; (3) repetition and completion rates in English classes--completion rate stabilizes at .75 after more than two attempts; (4) repetition and completion rates in math classes--completion rate stabilizes at .56 after more than two attempts; (5) performance of English 21V students in subsequent courses; (6) impact of learning community course--consisting of philosophy, English and psychology--on retention; (7) reasons for lack of success in math courses; (8) survey of success of Access to College Excellence (ACE) students; (9) completion rates in Japanese courses; (10) fall 1998 enrollment summary, grouped by demographics and major; (11) performance of pre-college students in English 21V and Math 24; (12) industry and employer survey for needs assessment for proposed KCC Culinary Institute of the Pacific (CIP); (13) industry and employer survey for needs assessment for proposed sports medicine program; (14) student achievement of English 22 course competency skills; (15) demographics of art students; (16) faculty perception of grade inflation--a majority of faculty report a grade inflation problem; and (17) an index for "Institutional Research Bulletin" volumes 5 and 6. (RDG)

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Institutional Research Bulletin Kapi'olani Community College Vol. 6 1998

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Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 6, No. 1, February 1998

Spring 1998 Enrollment At A Glance

Judith Buffington
Registrar

At the end of late registration (January 16) the total count of students enrolled for credit was 6,658, 1.3 percent less than Spring 1997. In addition, 56 students were enrolled only in non-credit college prep (PCC and PCM) classes, and 38 were only auditing classes. These counts are unofficial.

Continuing students make up 79 percent of the population, compared to 77 percent in Spring 1997.

Student Count

Major	Spring 1998	Percent Diff. from Spring '97
Liberal Arts	4,247	-3.6
Business Educ.	627	8.3
Food & Hospitality Educ.	790	14.8
Health Educ.	461	-8.3
Legal Assisting	124	12.7
Unclassified	409	-11.3
Gender		
Females	3,770	-3.4
Males	2,888	1.6
Attendance		
Full time	2,819	5.9
Part time	3,839	-6.0
Tuition		
Resident	6,130	-0.5
Non-resident	525	-10.7
Ethnicity		
Asian	3,699	-3.6
Caucasian	957	-7.3
Hawaiian/Part Hawaiian	656	2.3
Other Mixed	1,010	11.7
Others	336	1.5

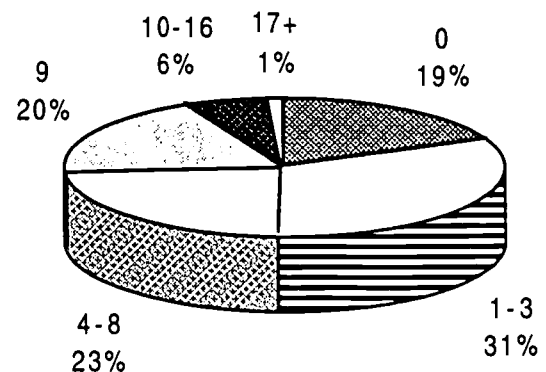
The number of accepted new, returning and transfer students was 2,767, down 0.6 percent from Spring 1997. Of these, 1,419 (51%) enrolled for credit.

Of the 525 non-resident students, only 296 were charged non-resident tuition. The rest were exempt under state law.

Pattern of Complete Withdrawal

Judith Buffington
Registrar

During Fall 1997, 7,347 students were enrolled at the start of classes. By the end of the semester, 594 (8%) had withdrawn from all classes. An additional 135 students withdrew before the start of classes (0 in the chart below). Withdrawals were most heavily concentrated during the erase period (weeks 1-3, 1-3 in the chart) and during the withdrawal period (weeks 4 through 9, 4-8 and 9 in the chart, the latter having the highest per-week withdrawal rate). Nine students (1%) withdrew during the week of final exams (17+ in the chart).



Beginning with Fall 1997, students who withdraw completely from college are asked to indicate on the withdrawal form whether they intend to return to KCC the following semester. Of the 594 students who withdrew on or after the first day of Fall classes, 478 (80%) indicated that they intended to return the following semester. However, only 194 (33%) were actually registered for credit at the end of late registration in Spring.

Of those 135 students who withdrew before the first day of class, 14 (10%) enrolled for credit in Spring 1998.

Repetition and Completion of English Classes

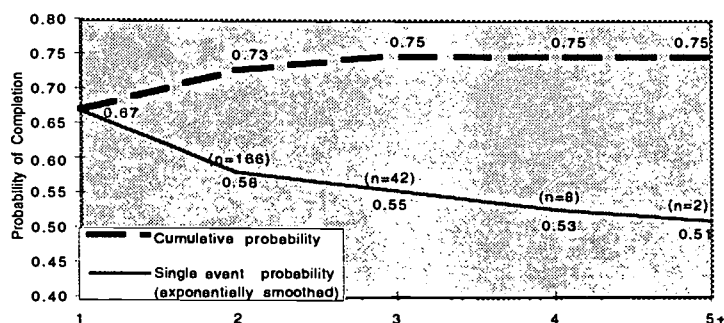
Linka Corbin-Mullikin
Language Arts

Data were collected on 1,535 students enrolled in ENG 21V, 22 and 100 during Fall 1997 to determine the extent to which they repeat and pass the same course. The table shows the number of students who took the same course for three or more times, along with their completion rates (A, B, C, and Cr).

Course	Repeaters	Compl.	Non-Compl.
ENG 21V	4 (2.5%)	3 (75.9%)	1 (25.0%)
ENG 22	20 (3.6%)	11 (55.0%)	9 (45.0%)
ENG 100	28 (3.4%)	13 (46.4%)	15 (53.6%)
All	52 (3.4%)	27 (51.9%)	25 (48.1%)

In the Fall semester, 52 students (3.4%) were taking the same ENG course for at least the third time. About 52 percent succeeded the last time they took it. The completion rate, however, fluctuates from 46.4 percent for ENG 100 to 75.9 percent for ENG 21V.

Further analysis indicates that the probability of completing the same course after two attempts increases to 0.73, then stabilizes at 0.75, no matter how many times it was repeated (*cumulative probability* in the graph). In contrast, an interpretation of the *single event* probability is that, for example, 58 percent of the students pass the course the second time they take it, while 55 percent pass it the third time.



The data indicate that some students benefit from taking ENG courses more than once, and allow thresholds to be established to determine the number of times a course can be repeated.

Repetition and Completion of Math Classes

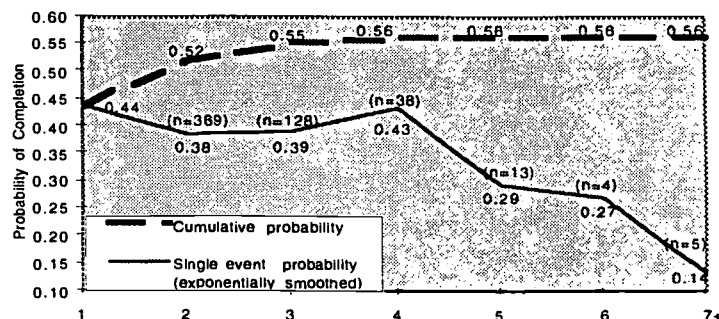
Anne Flanigan
Math and Science

Because of concerns about limited space in math classes, data were gathered on 2,122 students enrolled in Math 24 through 135 classes for Fall 1997. The table shows the number of students who took the same course for three or more times, along with their completion rates (A, B, C, and Cr).

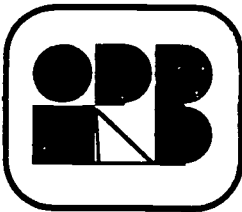
Course	Repeaters	Compl.	Non-Compl.
MATH 24	58 (9.2%)	17 (29.3%)	41 (70.7%)
MATH 25	62 (10.2%)	31 (50.0%)	31 (50.0%)
MATH 27	32 (8.9%)	9 (28.1%)	23 (71.9%)
MATH 100	9 (3.6%)	5 (55.6%)	4 (44.4%)
MATH 135	28 (10.3%)	10 (35.7%)	18 (64.3%)
All	189 (8.9%)	72 (38.1%)	117 (61.9%)

The table shows that 189 students (8.9%) took the same course at least 3 times; of those, 38.1 percent completed it at the last attempt.

The graph indicates that the probability of completing the same course after two attempts increases to 0.52, then stabilizes at 0.56. Also, 38 percent of the students taking the same course for the second time succeed, compared to 39 percent the third time. This percent drops to 14 for those few students who repeat the same course for the seventh time.



The data indicate that, while some students will benefit by a repeat, we need to consider how many repeats should be allowed in view of the demand for these courses. In MATH 24 alone, there were 179 students who took the course more than once, which represents the equivalent of 6 sections.



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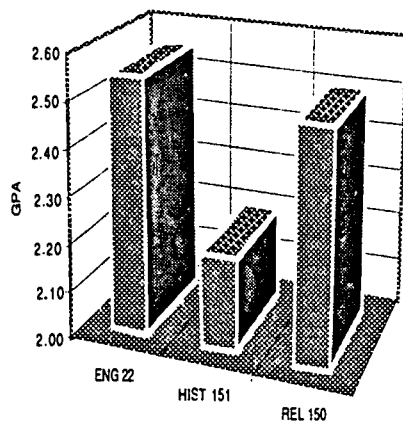
Performance of ENG 21V Students in Subsequent Courses

Amy Kurata and Linka Corbin-Mullikin
Language Arts

Data were collected on 627 students who took ENG 21V (Developmental Reading) between Fall 1994 and Spring 1997 to determine how well they performed in the subsequent English course (ENG 22) and in two courses which require the application of reading skills (HIST 151 and REL 150).

Grade	ENG 22	HIST 151	REL 150
A	19.20	13.54	18.86
B	33.44	21.88	13.60
C, Cr	26.40	23.61	48.68
D	6.72	15.63	8.33
F, NC	7.04	8.33	2.19
W	7.04	17.01	8.33
Au	0.16	0.00	0.00
Total	100.00	100.00	100.00

The data in the table show the percent grade distribution for 625 students who took ENG 22, 288 students who took HIST 151, and 228 students who enrolled in REL 150. Of those students who completed ENG 21V during the past six semesters, a grade of C or higher was obtained by 79 percent in ENG 22 with, 59 percent in HIST 151, and 81 percent in REL 150.



As shown in the graph, these students' GPA was highest in ENG 22 (2.55) and lowest in HIST 151 (2.20).

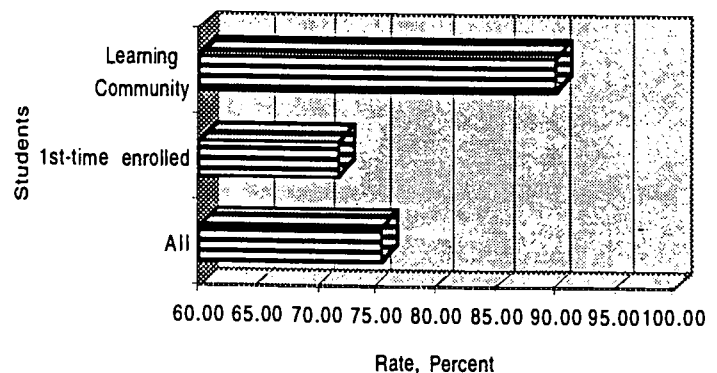
Learning Community and Retention

Leigh Dooley, Robin Fujikawa, and Tanya Renner
Arts and Sciences

In Fall 1997, a nine-credit learning community consisting of PHIL 100, ENG 100, and PSY 100 was initiated. The course was structured so that students would be given plenty of opportunities to develop close social connections with each other as well as with the three instructors. The course also emphasized the connection between the three different academic disciplines.

Most students were in their first semester of college, which means that they belonged to a group that is less likely to continue in college than students in general. For example, for all KCC students who were enrolled in Fall 1997, 75.26 percent returned in Spring. But for first-time enrolled students, the return rate was only 71.64 percent.

Retention Rates



It was hoped that the benefits of a learning community, such as those mentioned above, would encourage students to continue with their studies. For this first semester of the course, the results were encouraging, although it is too soon to reach any definite conclusion. Of the 30 students who were enrolled in the course, 27 or 90.00 percent re-enrolled in Spring.

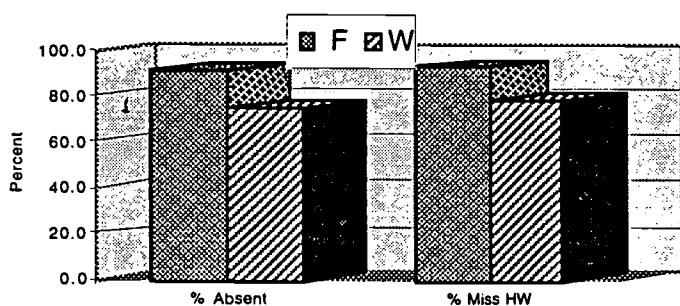
Lack of Success In Math Courses

Andrew Pak
Math/Science

A total of 399 F grades and 200 W grades given by 14 math instructors during Fall 1997 were analyzed in terms of whether or not attendance and homework completion were a factor in obtaining those grades.

Course - Grade	Percent Absences	Percent Missing Homework
Math 24 - F	96.8	99.4
Math 24 - W	80.5	94.2
Math 25 - F	90.1	91.9
Math 25 - W	75.0	79.7
Math 27 - F	92.4	93.9
Math 27 - W	78.6	42.9
Math 100 - F	88.9	83.3
Math 100 - W	59.3	44.4
Math 135 - F	78.6	78.6
Math 135 - W	87.5	87.5
Total Fs	92.5	93.5
Total Ws	76.0	79.0

In the table, a student was classified as absent if s/he had missed 4 or more classes, and as missing homework if s/he had not handed in 2 or more assignments. In Math 24, for example, 96.8 percent of all students who received a final grade of F were absent 4 or more times in the course of the semester, and 99.4 percent of them did not hand in at least 2 assignments.

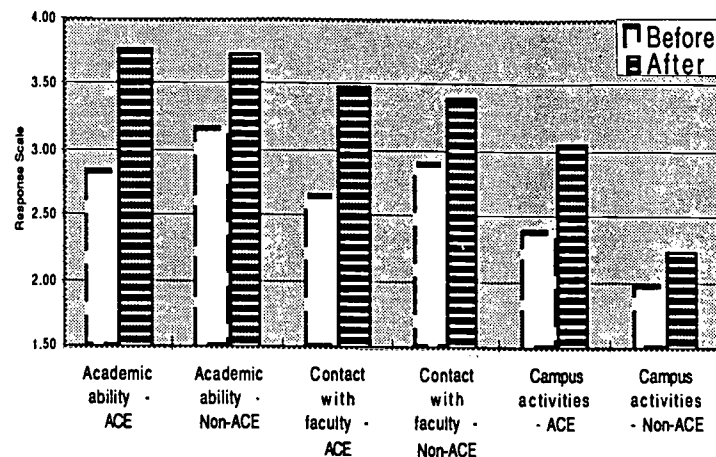


The data indicate that the lack of attendance and missing homework assignments play a large role in the failure of KCC Math students. Our failure rate is likely to continue to be high until our students realize the importance of coming to class and completing homework assignments. More research is needed to compare these results to those in other disciplines.

ACE Survey

Jill Makagon
Language Arts

A survey of 206 students, 74 of whom were first-semester Access to College Excellence (ACE) participants, was conducted at the end of Fall 1997.



ACE students indicated a greater improvement between prior-to-college and after-first-semester perceptions in 9 out of 11 factors affecting student life. The factors with the largest differences between ACE and non-ACE students are illustrated, where the results are reported on a scale of 1 to 5 (5 = most favorable). Larger differences by ACE students compared to non-ACE students were also observed in feeling anxious and lost, and in the knowledge of registration and decision making. ACE students showed smaller improvements than non-ACE students in knowledge of computer skills. Feeling comfortable was the same for both groups.

In answer to the question, "What has helped you most at KCC?" ACE students indicated the guarantee of seats in required courses and the availability of information about the college and about the courses they need to take for their intended majors. Also, 82.7 percent of those who responded to the question indicated that they would recommend that a new student join an ACE cluster.

The results indicate that ACE is achieving its mission of helping first-semester students adjust to college life. The results also suggest that students recognize the contributions the program is making.



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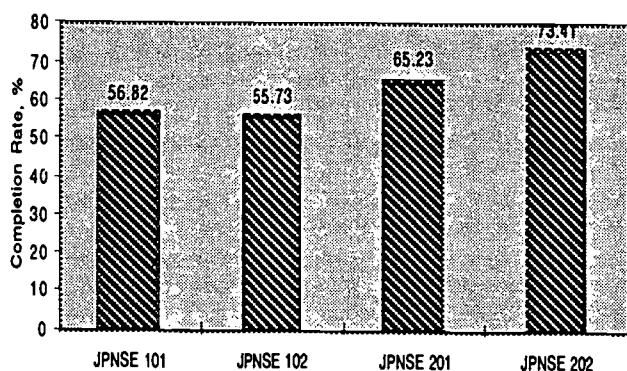
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Office of Institutional Research
Vol. 6, No. 3, September 1998

Completion Rates in Japanese Courses

Yukiyasu Ishigami
Language Arts

During AY 1997-98, 1,098 students took Japanese courses – 504 took JPNSE 101, 248 JPNSE 102, 229 JPNSE 201, and 117 JPNSE 202. The completion rates (a grade of C and above or Cr) are shown below.



Eight credits or 2 semesters of a foreign or Hawaiian language are a requirement for the A.A. degree, while 16 credits or 2 years are necessary for a Bachelor's degree at Manoa. Accordingly, two student groups can be identified with respect to Japanese courses, showing different completion rate patterns. Passing rates are higher in the second year (JPNSE 201 and 202), as expected from students' building on the subject matter and developing the study skills to continue. On the other hand, many students at the first-year level are fresh from high school and may not be ready for a four-credit course which meets daily.

It is also noteworthy that the passing rates of JPNSE 101 and 102 are significantly better for the Fall semester (63.64% and 60.66% respectively) than the Spring (50.00% and 50.79% respectively). The passing rates for the second-year courses are rather constant (67.81% and 72.22% for 201 and 202 in the Fall, and 62.65% and 74.60% for the Spring).

Fall 1998 Enrollment at a Glance

Judith Buffington
Registrar

At the end of late registration (August 28), the total number of students enrolled for credit was 7,302, an increase of 1.3 percent from Fall 1997. This count is unofficial.

Continuing students are 58.2 percent of the student population (57.5% last Fall). A total of 5,391 new, transfer, and returning students were accepted, exactly the same as Fall 1997. Of the accepted students, 3,049 (56.6%) enrolled for credit (56.8% last Fall). In addition, 91 students were enrolled only in college prep courses, and 32 were auditors.

Student Count

	Fall 1998	Percent Diff. from Fall '97
Major		
Liberal Arts	4,535	*
Business Educ.	675	+3.5
Food & Hospitality Educ.	940	+1.2
Health Educ.	574	*
Legal Educ.	161	*
ATST	12	*
Unclassified/Others	405	*
Gender		
Females	4,143	+1.2
Males	3,159	+1.5
Attendance		
Full time	3,078	+1.9
Part time	4,224	+0.9
Tuition		
Resident	6,745	+1.8
Non-resident	557	-4.8
Ethnicity		
Asian/Pacific Islander	4,512	+0.4
Caucasian	1,011	-1.7
Hawaiian/Part Hawaiian	802	+5.4
Other Mixed	790	+6.6
Others	187	+2.2

* Differences not calculated (data were not comparable with last year)

Of the 557 non-residents, 335 were charged non-resident tuition (8% more than last Fall). The rest were exempt under State law.

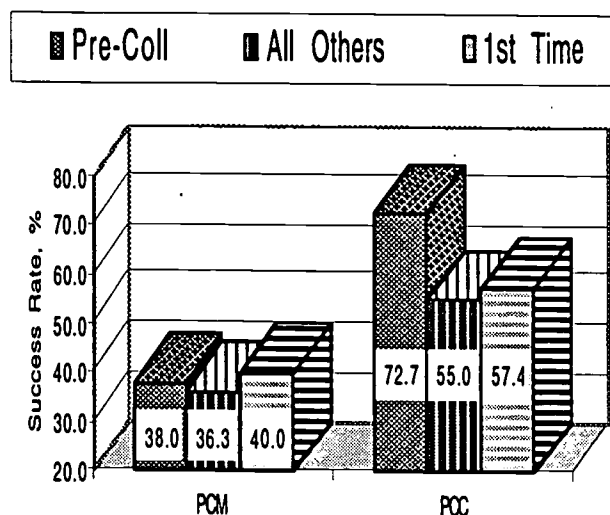
The Performance of Pre-College Students in English 21V and Math 24

Guy Nishimoto
Learning Assistance Centers

After their initial year of operation (academic year 1996-1997) and the initial program assessment (*IRB*, Vol. 5, No. 3, Sept. 1997), both PCC 20 and PCM 23 went through several major changes. Data were subsequently collected on the Fall 1997 program graduates in ENG 21V and MATH 24 taken during Spring 1998. This performance was compared with that of former ENG 9V and MATH 1 students in the same courses, ENG 21V and MATH 24 (there were 436 MATH 1 students and 97 ENG 9V students, *All Others*) and those among them who took these courses for the first time only (296 MATH 1 students and 73 ENG 9V students, *1st Time*).

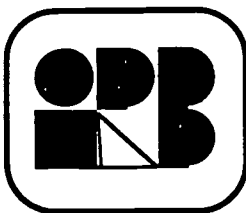
PCM Results (121 students)

- As the graph shows, the performance of PCM students in MATH 24 is comparable to that of the former MATH 1 students. Previously, the success rate of PCM students in MATH 24 was lower than for those of the other students (who tested directly in to MATH 24). In the Spring 98 classes, this rate (As, Bs, Cs and CRs) was higher for PCM students than for *All Others* but lower than for *1st Time*. This latter group is significant because we assume that those students who tested directly into MATH 24 and pass the course the first time are the strongest students in the class (as opposed to those who failed MATH 24 and had to retake the class).
- In addition, and as was noted in the previous year, the PCM classes seem to be more efficient than the MATH 1 classes used to be. Compared to the former MATH 1 students, a higher proportion of students who were enrolled in PCM end up passing MATH 24 (26% vs. 17%). This statistic is a combined measure of persistence and success.



PCC Results (59 students)

- The PCC program seems to be more efficient than ENG 9V. Not only does it end up passing on more students in ENG 21V (there is almost a 50% difference in the passing rates, 38% vs. 67%), but those students also pass ENG 21V at a higher rate than did the previous 9V students. As shown in the graph, the PCC student success rate of 73% in ENG 21V significantly exceeds that of *All Others* (55%) and of *1st Time* (57%).
- We should also note that with the development of the ESOL program, those ESOL students who might be considered stronger—because of their study habits, motivation, and background knowledge, for example—have been removed from the basic skills program. We have been left with those native speakers who may not only have serious language skills deficiencies but also study skills, personal, and learning disability problems. Yet these PCC 20 students in the subsequent semester outperformed, in terms of grade distributions, all other students in ENG 21V and all other first-time students.



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Vol. 6, No. 4, October 1998

The CIP: Needs Assessment Survey

Frank Leake
Culinary Arts

In Spring 1998, 56 surveys were completed by representatives of three categories of Hospitality industry operations in Hawai'i: hotels (38%), restaurants (52%), and others (vendors and schools). The major findings were:

- Employee turnover rate is 21 percent due to firing and 30 percent due to competitive offers.
- Culinary graduates are mostly from Kapi'olani Community College (45%) and from the Culinary Institute of America (22%); with mostly Bachelors' (41%) and Associates' (31%) degrees.
- Ninety-five percent of the employers believe it is important to train culinary students at a higher level.
- Seventy-eight percent of the employers are not involved in an apprenticeship or externship program and would benefit from one.
- Seventy-three percent are not involved in a recruitment program with a culinary school and 91 percent would utilize a recruitment partnership with KCC.
- Thirty-five percent of the employers do not find the skill level they need in Hawai'i. Training is needed in all areas, ranging from work ethics to computer technology.
- Internships and externships should be a mandatory part of any advanced program.

These results have important implications for the advanced Culinary Institute of the Pacific (CIP) that is planned for the College: they suggest a high need for the program, and help define its structure and part of its mission.

A Proposed Sports Medicine Program: Needs Assessment Survey

Lawrence Fee
Math / Sciences

In Spring 1998, a survey was mailed to 59 Sports Medicine employers to ascertain the employment prospects of graduates of KCC's proposed Sports Medicine program. Of the 27 surveys sent to fitness and health facilities, 19 were returned (70%); of the 32 surveys sent to hospital and clinical facilities, 17 were returned (53%). The results are presented below.

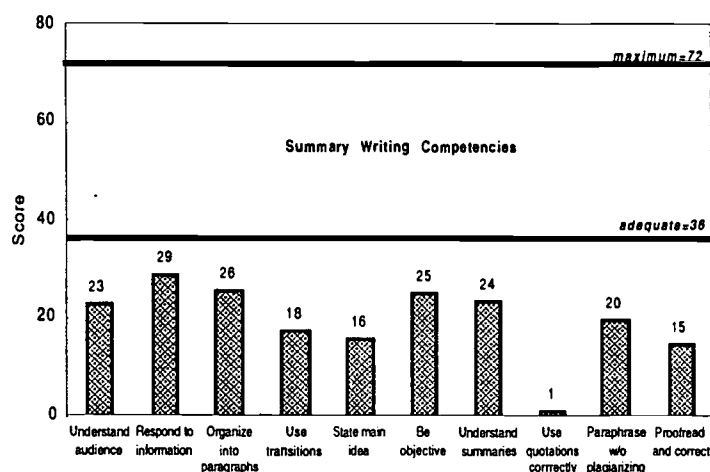
Job	Additional Personnel Needed		
	Now	In 2 years	In 5 years
Health and Fitness			
Personal Fitness Trainer	56	90	82
Fitness Instructor or Specialist	10	39	88
Health and Fitness Educator	3	6	9
Health and Fitness Salesperson	0	4	2
Health and Fitness Telemarketer	0	2	0
Exercise Leader	29	30	100
Recreation Leader	5	6	10
Subtotal	103	177	291
Hospital and Clinical			
Exercise Test Technician	3	7	2
Cardiac Rehab Assistant	0	2	4
Adult Fitness Specialist	2	4	5
Subtotal	5	13	11
Total	108	190	302

The data indicate that there is a substantial need for qualified individuals of the caliber KCC intends to train. The majority of the positions needed are in health and fitness facilities.

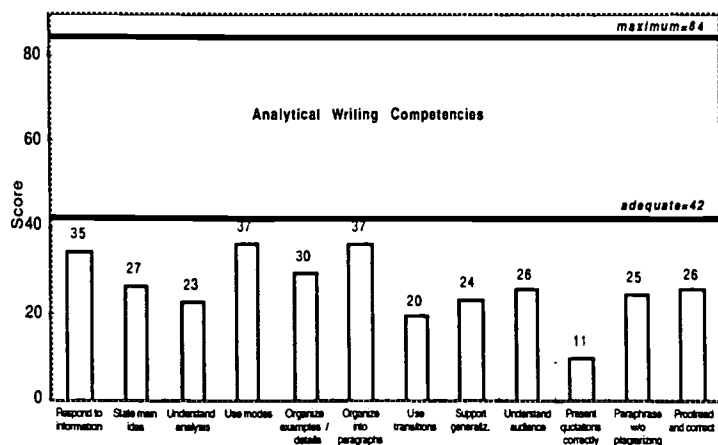
Student Achievement of the ENG 22 Course Competencies

Meena Sachdeva
Language Arts

In Spring 1998, 9 instructors teaching ENG 22 participated in a study of student writing to determine whether summary, analytical, and in-class essays that students wrote showed evidence of their achieving the course competencies. A total of 60 essays written by 58 students who completed ENG 22 and ESOL 198C were randomly selected from 276 essays written by 114 students. The corpus consisted of 18 summaries, 21 analytical, and 21 in-class essays.

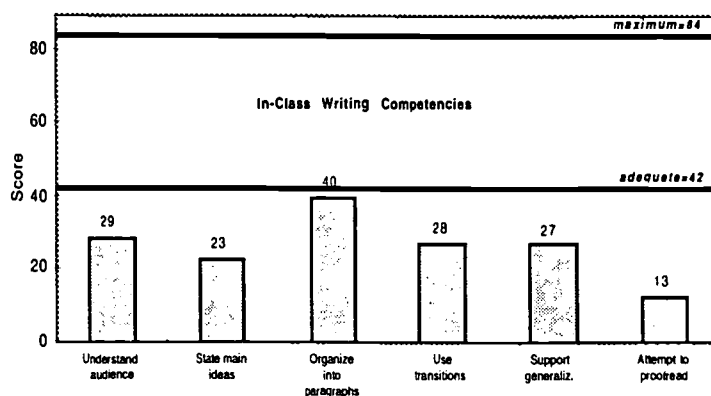


In summary writing, the skills of stating the main idea, being objective, and linking ideas with appropriate transitions are essential. The students in this sample, however, performed poorly in these and other areas, perhaps because many students come to ENG 22 with weak reading skills.



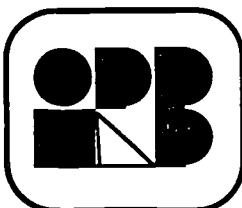
Compared to the summaries, the analytical essays received slightly higher scores, though

the students in the sample failed to show satisfactory achievement of the competencies (42/84). Students performed marginally in using rhetorical modes to develop their essays and organizing material into paragraphs. However, the samples were rated weakest in the areas crucial to analysis: distinguishing between summarizing, analyzing, and evaluating; supporting generalizations with specific examples; and using transitions between paragraphs and ideas. Students were not adequately prepared for the kinds of analytical writing they must do after ENG 22.



Conventional wisdom holds that in-class writing is weaker because students are unable to adapt the writing process to the situation, to construct the context for which they write, and to write under pressure. Not surprisingly, students performed adequately in only one skill: organizing material into paragraphs.

The results give a disturbing picture of the sample's acquisition of the course competencies. These students seemed less than prepared for the kinds of writing required in transfer-level courses or the quality of thinking expected from first-year students. Developmental students generally come to college less prepared than they should be; they have not done the kinds of writing assigned in ENG 22. Some are writing summaries and analytical essays for the first time. Formal writing and critical analysis are thus new activities at which our students will need sustained and frequent practice in all their classes.



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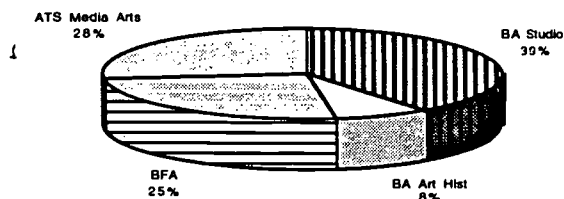
Office of Institutional Research
Vol. 6, No. 4, Nov. - Dec. 1998

Demographics of Art Students

Noreen Naughton
Art

In Spring 1998, 109 students completed an art student survey. Of these, 50 were full-time and 59 were part-time students. These students either have decided to become art majors (32 students or 29%), are contemplating becoming art majors (36 students or 33%), or are taking art courses for professional improvement or enjoyment (40 or 37%). The results in the first two categories are similar to those in a study published in Spring 1992 (*IRB*, Vol. 1 No.1, Sep. 1993), while the student proportion in the last one has increased from 27 percent in 1992. Other findings are:

- Seventy students plan to transfer to UHM, 7 to another community college, and 14 to a mainland college.
- Fifty-five students plan on receiving an A.A. degree before they transfer. Thirty-six students plan to pursue the B.A. degree with either Studio (30) or Art History emphasis (6), and 21 students plan to pursue the A.T.S.-New Media Arts degree.



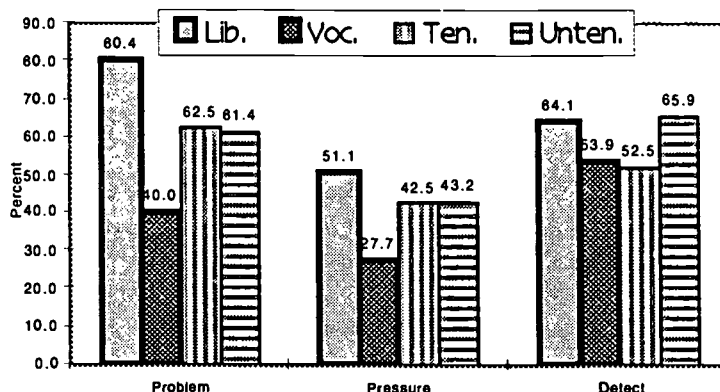
- Thirty students attended every exhibition at the Koa Gallery, 55 visited the Gallery at least a few times a year, and 9 stated that they never visited the Gallery.
- Forty-four students had never gone to see the student art work at the 220 Grille, 32 went a few times a year, and 6 visited the 220 Grille all the time.

Faculty Perception of Grade Inflation

Monomita Krishna
Humanities

In Fall 1998, 169 (52%) faculty members returned surveys on grade inflation. Respondents were almost evenly divided between tenured and non-tenured (47% vs. 52%), and there were more Liberal Arts than Vocational respondents (54% versus 38%).

Two-thirds of the respondents agreed that grade inflation means giving grades higher than the level of competencies attained. The majority (62%) felt that there was a grade inflation problem, but that there was no pressure to pass students (57%). Of those who felt pressure to inflate grades, the most frequent reason selected was to increase completion rates (28%). Opinions were split as to whether or not the Faculty Senate should develop a mechanism to detect grade inflation (40% yes and 41% no).



Further analysis shows large differences between Liberal Arts (*Lib.*) and Vocational (*Voc.*) faculty in all three areas: the perception of an inflation problem (*Problem*, 80% vs. 40%), pressures to inflate grades (*Pressure*, 51% vs. 28%), and the desire to develop a mechanism to detect grade inflation (*Detect*, 64% vs. 54%). Smaller differences were observed between tenured (*Ten.*) and untenured (*Unten.*) faculty except with the Detect issue.

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